

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	Place date stamp here. <div style="text-align: right; font-size: small;"> RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -5 PM 2:45 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Elgin ISD	011902			
Vendor ID #	ESC Region #			
74-60000823	13			
Mailing address	City	State	ZIP Code	
1002 N. Avenue C	Elgin	TX	78621	
Primary Contact				
First name	M.I.	Last name	Title	
Peter		Perez	Deputy Superintendent	
Telephone #	Email address		FAX #	
512-281-3434 x 1278	peperez@elginisd.net		512-285-9866	
Secondary Contact				
First name	M.I.	Last name	Title	
Debra		Mahone	Grant Project Director	
Telephone #	Email address		FAX #	
512-281-3434 x1238	debra.mahone@elginisd.net		512-285-9866	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Peter		Perez	Deputy Superintendent
Telephone #		Email address	FAX #
512-281-3434 x 1278		peperez@elginisd.net	512-285-9866
Signature (blue ink preferred)			Date signed




Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 011902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 011902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: : 011902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 011902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 011902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: : 011902	Amendment # (for amendments only):
List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
This project will serve Elgin High School Early College High School (ECHS) program. ECHS along with Austin Community College (our Institute of Higher Education partner) currently serve 177 Elgin High School students. The program is available to any student willing to put forth the effort and take advantage of the opportunity to earn college credits up to an associate degree while in high school.	
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.	
<p>Elgin ISD, along with the Elgin Early College High School (ECHS), Austin Community College (ACC) our Institute of Higher Education (IHE) partner and several community and Industry partners, is seeking financial resources to expand technology available to students enrolled in the ECHS so that all students can access needed resources at home and in community-based instruction and internships.</p> <p>Elgin ISD has identified several goals and objectives that have been board approved that align with the purpose and priorities of the Technology Lending Program. These goals include: Engaging students in authentic work intended to help solve real-world problems and provide more project-based and community-based learning opportunities, focusing on academics at the High School level, including EOC exams, AP courses, and Dual Credit while increasing numbers of students participating in the Early College High School and increasing numbers of college level classes per student, increasing numbers of students graduating with an associate degree or equivalent career certification and increasing access to the FAFSA application and scholarship applications by providing technology that students may access at home and in the community, involving parents and family members in the process.</p> <p>Current International Society for Technology Education (ISTE) standards and research in the field supports initiatives to enhance technology in the educational space and to provide 24-hour access to technology to our students so that they become future-ready citizens and lifelong learners. This access is important to ensure that our children can harness the digital society that they live in. Learning must take place in a connected, global world and it is critical that young people understand how they can harness technologies to work with others across geographic spaces and social spheres. The EISD Comprehensive Needs Assessment (March 2017), current Campus Improvement Plans and the District Improvement Plan also identify gaps and needs and provides data supporting the positive impact of providing 1:1 technology access to our students. A recent student survey of ECHS students, where responses were received from over 70% of the students, indicated an overwhelming positive response with regards to the need for laptop devices, as well as, 24-7 access to the Internet to improve their educational opportunities and enable them to achieve their high school graduation, career and post-secondary goals. Other benefits of providing laptops to students include engagement in data synthesis, complex problem solving as well as better relationships between teachers and other significant adults involved in their learning experience. For all of these reasons, EISD has made it a priority to respond to the technology and learning needs of our students and community. District and campus leadership are on board as well as many excellent community partners including the City of Elgin, industry and business entities and nonprofit organizations. Potential resources available in this grants would go a long way to meet the identified needs of our Early College High School students who must be a top priority if they are to realize their dreams, career pathways and graduation/post-secondary goals.</p> <p>The ECHS program already has a structure in place for the following: to support student transition from middle school to high school; to provide individual and small group access to develop and achieve college and career goals; to support, educate and engage parents and families in their student's learning; to gather formative and summative data for continuous improvement of student outcomes; and to provide dedicated and caring adults, not only at the High School, but at Austin Community College and throughout the Elgin community.</p> <p>EISD has an excellent instructional technology staff who are committed to support this project along with extensive experience in managing grant projects and resources from local, state and federal levels. All stakeholders understand the importance of integrating program sustainability strategies beginning day 1. We appreciate this opportunity to provide critical resources to our students who we feel need it most urgently. Thank you for consideration of this proposal.</p>	

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: : 011902			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$17,000	\$0	\$17,000
Schedule #9	Supplies and Materials (6300)	6300	\$80,500	\$0	\$80,500
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$97,500	\$	\$
2.304% indirect costs (see note):			N/A	\$2,246	\$2,246
Grand total of budgeted costs (add all entries in each column):			\$97,500	\$2,246	\$99,746
Administrative Cost Calculation					
Enter the total grant amount requested:					\$99,746
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$14,962

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: : 011902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Wireless Data Plan – 20 x \$600 to provide out of school access to students	\$12,000
2	Software License – 200 x \$25 to provide necessary access on laptops being lent to students.	\$ 5,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$17,000
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$17,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: : 011902		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$80,500
Grand total:		\$80,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: : 011902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: : 011902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: : 011902

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	112	63%	ECHS priority is to increase recruiting efforts in this population – access for all will help achieve this
Limited English proficient (LEP)	2	1%	ECHS priority is to increase recruiting efforts in this population– access for all will help achieve this
Disciplinary placements	2	1%	
Attendance rate	NA	96.45%	
Annual dropout rate (Gr 9-12)	NA	0%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										70	44	30	33	177

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Schedule #13—Needs Assessment

County-district number or vendor ID: : 011902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In Elgin ISD, a **Comprehensive Needs Assessment** (CNA) drives our campus and district goals and spending. This process is on-going with Needs Assessment being an agenda item for most district, campus, and community meetings. EISD Superintendent, Dr. Jodi Duron, regularly hosts “Community Coffee and Conversation with the Superintendent” where public education issues are shared and discussed with the community, ideas are conceived, and input from all stakeholders is solicited. In addition, Elgin ISD has an active District Advisory Committee (DAC), and Campus Advisory Committees (CACs) made up of educators, parents, students, and community representatives including business and political leaders, members of the clergy, and law enforcement. In the Spring of each school year, the Needs Assessment process becomes more formal with district and campus meetings dedicated specifically to developing a CNA affecting decisions for the following year. Planning groups meet to solicit input from as many stakeholders as possible including instructional staff, parents, students, and community. Program evaluations are conducted to determine what worked and did not work so that district needs and resources are appropriately addressed. EISD uses online teacher and parent surveys to gain useful information to improve its special programs annually. In March/April, a district summary of needs is developed using data from all campuses and groups, and needs are prioritized by Campus and District Advisory Committees. This summary is presented to the Superintendent, School Board, and Campuses. It becomes the backbone of the District and Campus Improvement Plans for the following academic year. Elgin ISD is currently undergoing a complete rigorous curriculum audit, from an outside firm, to provide critical information with regards to processes, existing systems and to inform the district in short-term and long-term strategic planning.

The most recent CNA, completed in March 2017, noted multiple needs related to technology. Campus and district needs were categorized according to the TEA Commissioner’s Strategic Priorities. The focus of this project specifically includes the following needs identified in the CNA:

- Engage students in authentic work intended to help solve real-world problems.
- Align instructional rigor/relevance with state standards with more interactive/project-based learning.
- Provide seamless instructional/educational technology integration.
- Reduce student failures at the High School level.
- Provide more real-world apprenticeships for CTE students within the community.
- Focus on academics at the High School level, including EOC exams, AP courses, and Dual Credit.
- Increase numbers of students participating in the Early College High School and increase numbers of college level classes per student.
- Increase numbers of students graduating with an associate degree or equivalent career certification.
- Increase access to FAFSA application and scholarship applications by providing technology that students may access at home, involving parents/family members in the process.
- Improve student attendance.
- Purchase laptops to lend to students better enabling college level academic and professional writing and computing.
- Increase student-to-computer ratio.
- Provide more staff development in instructional technology.
- Provide technology training for staff and 1:1 device for students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: : 011902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Provide seamless instructional/educational technology integration encouraging more interactive/project-based learning and engaging students in authentic work intended to help solve real-world problems. TEA Strategic Priority: Build a Foundation in Reading and Math	Purchase of laptops to lend to ECHS students would enable students to access necessary programs and integrate technology in the community-based projects and authentic work settings. Ensuring outside of school access to Internet for all students will provide equitable opportunities for every student in community based settings, apprenticeships and internships.
2.	Utilize 1:1 student devices that may be accessed at home, as well as school, improving study skills and furthering parental involvement in their child's education facilitating student success. TEA Strategic Priority: Improve Low-Performing Schools	Purchase of laptops to lend to ECHS students would enable students to access necessary programs and integrate technology in the home increasing parent and family access and involvement in their college and career pursuits. Ensuring outside of school access to Internet for all students will increase career opportunities for every student and their family.
3.	Provide more real-world apprenticeships for CTE students within community. TEA Strategic Priority: Connect High School to Career and College	Purchase of laptops to lend to ECHS students would enable students to access necessary programs and integrate technology in the community-based projects and authentic work settings. Ensuring outside of school access to Internet for all students will facilitate equitable opportunities for every student in community-based settings, apprenticeships and internships.
4.	Increase numbers of students participating in the Early College High School and increase numbers of students graduating with an associate degree or equivalent career certification TEA Strategic Priority: Connect High School to Career and College	Purchase of laptops to lend to ECHS students would enable students to access necessary programs and integrate technology outside of school eliminating an economic barrier for students who choose to pursue an associate degree or other certification while in high school. Ensuring outside of school access to Internet for all students will increase equitable opportunities for every student as they pursue their college and career path.
5.	Increase access to FAFSA applications and scholarship applications by providing technology that students may access at home, involving parents/family members in the education process TEA Strategic Priority: Connect High School to Career and College	Purchase of laptops to lend to ECHS students would enable students to access necessary programs and integrate technology in the home increasing parent and family access and involvement in their college and career pursuits. Ensuring outside of school access to Internet for all students will increase awareness of requirements and facilitate the application process for scholarships and other financial resources for every student and their family.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: : 011902	Amendment # (for amendments only):
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Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Career and Technical Education Coordinator	Master's degree in the education field and 5+ years experience working with graduation and career planning. Extensive experience working with community and industry partners preferred. Knowledge of industry standards and prerequisites for certification and degree programs.
2.	Associate Principal ECHS	Master's degree and a Principal's certificate with 5+ years experience at the secondary level. Career emphasis on college and career planning with high school students and establishing community partnerships preferred.
3.	IHE Liaison/Director for ECHS	Qualified teaching credentials as outlined by Institute of Higher Education partner. 5+ years experience with community, industry and secondary education partnerships. Knowledge of industry standards and prerequisites for certification and degree programs. Experience with data collection, formative and summative assessment.
4.	Chief Technology Officer	Master's degree in education, technology and/or related field. Knowledge of technology standards in education as well as industry. 5+ years experience in oversight of technology integration, budget oversight and resource evaluation.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase access to technology, project-based learning, apprenticeships and authentic work experiences.	1. Check out laptops to enrolled ECHS students	08/31/2018	09/30/2018
		2. Develop system for check out of Internet devices to ensure access to all who need it.	06/01/2018	08/31/2018
		3. Provide Internet access and orientation to ECHS students.	08/31/2018	05/31/2019
		4. Involve IHE, community and industry partners in ongoing program evaluation.	08/01/2018	05/31/2019
2.	Utilize computer technology that may be accessed at home, college and community based settings.	1. Check out laptops to all enrolled ECHS students.	08/31/2018	09/30/2018
		2. Provide Internet hotspot devices to students without access outside of school	08/31/2018	05/31/2019
		3. Involve IHE and industry partners in ongoing program evaluation to increase student opportunity	08/01/2018	05/31/2019
3.	Increase students participating in ECHS, graduating with an associate degree or career certification.	1. Increase students graduating with associate degree by 25% from 12 to 15.	08/31/2018	05/31/2019
		2. Meet with industry partners and ACC once per semester to determine priorities and strategies that match community needs with student interests.	06/01/2018	05/31/2019
4.	Facilitate FAFSA and scholarship applications.	1. Provide family nights and individual assistance with financial aid applications.	09/01/2017	05/31/2019
		2. Provide computer/Internet access outside of school.	08/31/2017	05/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: : 011902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Elgin ISD undergoes a continual needs assessment process to inform our district and campus improvement plans. We use data (surveys, formative and summative assessments, parent feedback, and teacher/student input) to make adjustments to the improvement plans through our site-based decision team meetings. Our needs vary greatly and are individualized by campus and program to include professional development needs, curricular materials for intervention, enrichment and community-based programs. Aside from the campus and district processes for needs assessment, we hold district meetings to support campus-level personnel in making informed decisions for student programming. District personnel help inform the scheduling process, provide professional learning and support to campus instructional specialists and interventionists, as well as campus administrators, so they can better support their teachers and students.

The Career and Technical Education Coordinator for Elgin along with the Austin Community College Department Chair currently collects data on a continuous basis from each course and section taught. Specific data elements can be disaggregated by teacher, student, grade and course. In addition to overall district objectives in academics, attendance, performance on state STARR/EOC, and Career Readiness Measures, specific measures unique to the ECHS are also tracked. These measures include: enrollment in high school courses, articulated courses, and dual credit courses; OSHA, AWS, and ACC certifications; and student internships and full-time positions offered during the February 2018 through June 2020 window. A Memorandum of Understanding to support continuous improvement and sustainability in these measures has been executed between EISD, ACC, and Dynamic Manufacturing Solutions.

The current CNA addresses milestones to specifically address technology integration and needs. In addition, ECHS leadership will use data from focus groups, individual student meetings, graduation plans, and partner and family surveys to accomplish continuous improvement.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Elgin ISD just recently completed the (STAR) project funded through the Innovative Approaches to Literacy grant. Community partners are engaged in this literacy initiative, which includes distribution of free books to children and families, extended library hours, and family engagement and parent training events. In its third year is the Elementary and Secondary school counseling wraparound project funded by the Department of Education. In addition, Elgin has completed the planning phase of a farm to school (F2S) project in partnership with USDA and is working with community partners to begin an expanded implementation phase. This project was recently one of only 12 in Texas featured in the 11th annual 2017-18 edition of *The Texas Bragging Rights Magazine*.

The ECHS program is a "College For All" campus and is available to any student willing to put forth the effort to be successful. There are currently 177 students enrolled. Twelve are on track to earn associate degrees in 2018. 162 students (92%) passed the Reading and Writing portions of the TSI. Austin Community College is our Institute of Higher Education partner. Their campus is literally next door to the Elgin High School site making it easily accessible to host ECHS dual credit courses while also providing easy access for students as well as their families. ACC is highly committed to the Elgin community and meeting program and individual student goals and objectives. Community partners such as Dynamic Manufacturing Solutions have joined with the ECHS to seek out funds and resources to expand programs with 4-year career pathways. The *Access for All* program will enable students to participate in current 4-year programs and expand opportunities and choices for students, enabling them along with their families, to pursue their dreams and goals by ensuring necessary technology and Internet is available not only at school, but also at home and in the community during internships and community-based learning experiences.

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Schedule #15—Project Evaluation

County-district number or vendor ID: : 011902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Students have in-school and out-of-school access to Internet and technology resources	1.	Students are consistently able to access technology resources at home and in community.
		2.	Students are able to match technology and programs with business and internship sites.
2.	Students complete an associate degree, or minimum number of advanced academic dual credit hours.	1.	Students earn OSHA 30-hour safety card, AWS certification, and/or ACC Level I certification.
		2.	Students earn articulated credit from ACC.
		3.	Number of students earning associate degrees increases each year.
3.	Students and their families are engaged in graduation and career planning.	1.	Students participate in summer bridging programs provided to all ECHS incoming students.
		2.	Students and families attend individual meetings, small group trainings and information sessions.
		3.	Students and families tour facilities of industry partners twice per year.
4.	Outcome data is reviewed and input sought for program improvement.	1.	IHE, industry, community partners, EISD staff, families, and students participate in focus groups and provide input to program effectiveness.
		2.	Data from project is included in district-level CNA and the District Improvement Plan and is presented to all stakeholders.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Elgin *Access For All* Program will collect data on a continuous basis from the ECHS Program. Data will be collected in a manner so that specific data elements can be disaggregated by student, grade, and career path. For example, the *Access For All* Technology Evaluation Plan will allow staff to quickly and efficiently determine the following, including, but not limited to: (1) Percentage of students who have in-school and out-of-school access to Internet and necessary technology resources; (2) Percentage and number of students who regularly check out Internet hotspot devices and the length of time (in number of hours and days) used; (3) Percentage of students who are on target with their graduation plan and goals; (4) Percentage of students on track to achieve or exceed their academic performance goals; (5) Number of students on track to achieve attendance goals; (6) Percentage and number of students on track to complete an associate degree, certificate in selected pathway or minimum number of advanced academic dual credit hours.

The methods of evaluation include the use of multiple objective performance measures, including: (a) student performance on the annual *State of Texas Assessment of Academic Readiness* assessments as well as TSI analysis; (b) participation levels in activities (e.g. internships, college-level classes, community mentorships etc.); (c) discipline statistics (d) academic achievement on AAR; (e) school attendance records; and (f) school connectedness measure (e.g., parent/guardian involvement including visits to IHE facilities, attendance at career nights, FAFSA prep etc.). Each performance measure is clearly aligned with intended ECHS and individual graduation plan outcomes. Importantly, both quantitative data (e.g., test scores, referrals, attendance, participation levels, etc.) and qualitative data (e.g., surveys, comments, focused feedback from students, parents, tutors, community, contractors, staff, etc.) are generated to allow for complete, comprehensive, and meaningful evaluations of the entire *Access For All* Program.

Elgin ISD is experienced with grant evaluation and most recently completed an Innovative Approach to School Literacy project with USDE. This project required a robust and detailed evaluation and Elgin ISD staff have been successful at meeting the local and national evaluation requirements. Both qualitative and quantitative data will be reported and reviewed monthly as well as annually to allow formative assessment and program adjustments to ensure achievement of program and individual outcomes, goals and objectives.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: : 011902

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Elgin High School has iPads available for students. However, students in our ECHS program have voiced a need for a device with a full-sized keyboard. A laptop device would make typing far easier and more efficient versus a digital keyboard on a tablet. In addition, a laptop browser allows for full website viewing versus mobile versions, which can be confusing due to the modified navigation. Furthermore, many community and industry partners need access to platforms and applications that are unavailable on a tablet device. Access to a laptop is critical for many ECHS students to receive full benefit from community learning and internship opportunities.

The 2016 International Society for Technology Education Standards for Students support initiatives to enhance technology in the educational space and to provide 24-hour access to technology to our students so that they become future-ready citizens and lifelong learners. This access is important to ensure that our children can harness the digital society that they live in. Learning must take place in a connected, global world and it is critical that young people understand how they can harness technologies to work with others across geographic spaces and social spheres. In order to accomplish our mission of continuing to improve the lives of our students, EISD believes that today's learners must be empowered, creative, innovative, globally-connected and competitive. Twenty-four hour access to technology is necessary to fully realize these objectives.

Research supports that 1:1 laptop programs, on average, have a statistically significant positive impact on student test scores in English/language arts, writing, math, and science. Other positive benefits associated with giving laptops to students, include increased student technology use; more student-centered and project-based instruction; greater student engagement; and better relationships between students and teachers.

EISD has made it a priority to respond to the technology and learning needs of our students and community. Current plans include a phase-in program to begin providing laptop lending to our students. However, with current resource and funding limitations and the increasing needs of a rural district where overall free and reduced percentages exceed 80%, it is anticipated that completing this process could take several school years. Resources requested in this application would provide the boost needed to provide access to all of our ECHS students during the 2018-19 school year and beyond. In addition, we will be able to immediately address the barrier of the lack of out-of-school Internet access to our most needy students and families. EISD has the support needed and is prepared to plan for sustainability and expansion of this initiative beyond the grant-funding period.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: : 011902

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology-lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EISD recognizes that technology plays an exponentially increasing role in both the instructional and operational sides of the school district. Instructionally, we strive to create a technology environment that enhances and facilitates quality teaching and life-long learning; a setting where high performance and deep engagement occur consistently in the classroom and beyond the walls of the school. Technology serves as an agent for student achievement through academic performance, as well as the improvement of educational quality. It is a valuable tool and resource that enhances education, engages students, and equips students for a life of learning beyond K-12 education. The EISD teaching atmosphere will be improved through educator preparation and curriculum development. Furthermore, EISD students will have access to digital tools and resources twenty-four hours a day, seven days a week that are appropriate to their individual strengths, needs, talents, and learning styles. We must produce students that will thrive in today's competitive global workforce.

The Technology Lending Program would eliminate technology access barriers that currently exist for ECHS students. Most of our ECHS students are first generation college-goers and many do not have computers or Internet in their homes. Therefore, the Technology Lending Program will specifically target students and families who are unable to provide laptop devices and/or access to Internet services. This will go a long way toward providing equitable opportunities when it comes to community experiences, preparation for and participation in certification programs and internships, as well as attendance at Institutes of Higher Education (IHE).

Current ECHS students were surveyed this month with regards to their technology needs and every response substantiated the need for laptop and Internet access outside of school to accomplish the goals of their individual graduation plan. Student comments expressed the need for access to important information for community-based experiences, the need to complete assignments at home in order to meet due dates and timelines, and the ability to have immediate access without having to get a ride somewhere or wait for a computer to become available.

Elgin ISD (EISD) Board of Directors and District Leadership along with ECHS staff and community have approved several goals as well as an overall vision and mission that align perfectly with the Technology Lending Program. The EISD mission statement, *Elgin ISD ensures a high-quality education that guarantees a life-changing experience for all*, bridges directly into the Technology Lending Grant provision of providing access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities. The grant will advance the current Elgin philosophy of being "inclusive" rather than "exclusive" in its focus, providing technology for all ECHS students regardless of situation or background. Elgin's vision of *One Town. One Team, One Family* brings everyone in the community together to improve lives of our students and their families. An important part of that is to engage students in authentic work and learning experiences outside of the school walls, giving them the skills to solve real-world problems and contribute positively to their community. The program will enable EISD to provide more real-world apprenticeships for CTE students within the community. At Elgin High school, we strive to increase numbers of students participating in the ECHS and increase numbers of college-level classes per student. It is also important to increase numbers of students graduating with an associate degree or equivalent career certification. To accomplish this, we must ensure access to FAFSA and scholarship applications, industry software and applications and certificate preparation by providing technology that students may access at home, involving parents/family members in the process.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: : 011902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing Internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus Internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Given that technology plays such an important role in the lives of our students, we expect that students will use these laptops and Internet hotspot devices to access technology resources outside of school and to become responsible digital citizens, collaborate as a community of learners, seamlessly use digital tools within their everyday learning, and individualize their instruction. We recognize that learning continues beyond the school day, so it is our intent that resources from the Technology Lending Program will travel back and forth between school and home with each student.

Based on recent survey data gathered in January 2018, it is estimated that between 10 and 12% of the students enrolled in ECHS do not have access to Internet in their homes or in the community. EISD plans to not only provide laptops to all ECHS students, but to also make mobile hot spot devices available to check out to students who do not have home Internet access. This would enable them to access Internet services in community settings, at college classes, at home and also on a bus or during other forms of transportation required for the student to attend out of school educational activities. Based on enrollment goals of 200 students, it is approximated that on a given day, up to 20 students would need to check out an Internet access device.

A policy and procedure will be developed to facilitate checking out laptops to each ECHS student and Internet access devices to all ECHS students who do not have access at home or in the community. Survey data will be updated quarterly to ensure that all students are provided access to the lending program. Program outcome data and individual student progress will be monitored on a formative basis to measure the impact and effectiveness of the program, as well as make adjustments in a timely manner.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: : 011902

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In EISD, our primary technology goal is improving classroom instruction by providing educational technology resources to our teachers and students. This will serve to enhance curriculum, engage and equip students, and prepare staff for 21st Century life.

EISD understands that today's students are technology-savvy, feel strongly about the positive value of technology resources, and rely upon that technology as an essential and preferred component in many aspects of their daily lives. Today's students need access to life-changing tools that are available outside of the school building. To this end, it is our goal that EISD students will have access to digital tools and resources twenty-four hours a day, seven days a week that are appropriate to their individual strengths, needs, talents, and learning styles. We must produce students that will thrive in today's competitive global workforce.

The Technology Lending Program will support technology policies and recommended practices, as well as enable our students to maximize their time in the ECHS program and meet their individual graduation plan goals.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Instructionally, EISD strives to create a technology environment that enhances and facilitates quality teaching and life-long learning, a setting where high performance and deep engagement occur consistently in the classroom and beyond the walls of the school.

The EISD teaching atmosphere will be improved through educator preparation and curriculum development. Teachers are provided opportunities for professional learning groups on their campuses based on Campus Improvement Plan identified needs as well as coaching in the classroom to assist with implementation and integration of technology at all grade levels and settings.

Furthermore, it is our goal that EISD students will have access to digital tools and resources twenty-four hours a day, seven days a week that are appropriate to their individual strengths, needs, talents, and learning styles. We must produce students that will thrive in today's competitive global workforce.

Administration, support services, and community partnerships all play a part in this endeavor. We believe technology will promote dimensions in the instructional program and will be used as a tool to support the work of individuals and groups, allowing students to synthesize knowledge, create solutions, and evaluate results. The latest innovations will be used in all areas of the school: administrative use, teacher utilization, student performance, distance learning, and life-long learning. Technology will be integrated into all disciplines: administrative, instructional, support services, community education, and business partnerships. Core curriculum courses, as well as electives, will reflect this implementation. Technology integration is a vital part of the TEKS and is continually implemented at all grade levels.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: : 011902

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Elgin ISD has spent the past few years upgrading our network and wireless infrastructure across all campuses. The infrastructure at Elgin High School is more than sufficient to handle the digital traffic of the proposed student devices. The campuses are connected to our district data center via fiber optic cabling operating at 10-GB and network switches provide Gigabit Ethernet connection to our wired devices. Currently, multi-antenna wireless access points exist in every classroom and in all common areas around the campus. Finally, EISD's Internet bandwidth operates at a full-duplex 1-GB connection.

Out technical support team includes a district-level Technology Department consisting of the following staff members: Chief Technology Officer, Director of Instructional Technology, Systems Engineer, Network Technician, Computer Technicians, and a Technology Department Assistant who answers all Help Desk calls. We incorporate digital Help Desk ticket submissions for staff and a Google form for students to submit a technology support request. Additionally, EISD technical support includes a campus Instructional Technology Specialist. It should be noted that our current Elgin High School Instructional Technology Specialist is a Google Certified Educator and Trainer. This individual oversees all digital teaching and learning at this campus. The proposed devices for our Early College High School (ECHS) and their use by ECHS students will be effectively and efficiently supported.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: : 011902

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The check-out and check-in process will follow the following method: during enrollment, a student and his/her parents that are interested in the ECHS program will be given a Technology Lending Agreement. During the first week of school or after a student enrolls in the ECHS program, the student will be assigned a laptop once the agreement has been signed by the student and parent. The student will check out equipment via Follett Destiny, our campus library management system. Laptops will be issued for the current school year. Check-in will occur at the end of the school year including a device damage assessment. Devices can be checked out for the summer if the student is enrolled in college courses during the IHE partner's summer session.

Mobile Internet access points (i.e. hot spot devices) will be checked out for 2 weeks at a time. Students may extend the check-out time period, but must bring the device to the library every 2 weeks so other students who may have need for the device can check it out. Each device will include an annual wireless data plan.

The campus Librarian and Instructional Technology Specialist will oversee the equipment check-in and check-out process. When there is a competing need for the same equipment, students without Internet at their home will always receive higher priority.

With regards to maintaining the equipment, the Elgin ISD Technology Department employs internal staff including Computer Technicians that perform end-user support and break-fix duties. All equipment will be repaired in-house with parts being covered by the manufacturer for 4-years. The warranty covers manufacturer defects and accidental damage. Students or campus staff will submit Help Desk work orders and any issue with equipment will be dealt with in a timely manner to ensure limited interruption to a student's educational experience.

TEA Program Requirement 7: Describe how technology-lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As stated in the previous section, equipment repair is handled in-house by EISD staff with parts being provided under a warranty that covers devices for a time in correlation with the technology rotation and replacement schedule. In addition, Elgin ISD currently has a Technology Lending Agreement & Responsibility Expectations contract in place for check out of technology resources. This agreement provides device specific information, as well as Student and Parent/Guardian responsibilities. Additionally, it provides a cost estimate of the device being checked out informing what the Student/Parent financial obligation will be if the device is not returned at the end of the school year or upon the student withdrawing from the school district. This lending agreement will be updated and/or modified to be used with the Access For All Technology Lending program at the ECHS in keeping with local policy and grant/program guidelines.

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